

# ILM Level 3 Leadership and Management

## Mentoring in the Workplace

Compiled from the European Leonardo da Vinci Project  
WorkMentor

## Introduction

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This workbook is designed to give you an insight into the qualities and skills for mentoring in the workplace.

The ILM Level 3 Award in Leadership and Management has been broken down into sections, each worth credit value. To achieve each unit, you must complete a work based assignment.

Your tutor will advise you of the assignments and how best to approach it.

Unit Title	Credit value	LARA Aim number
Understanding good practice in Workplace Mentoring	3	T/503/9610

The content has been adapted from the Leonardo da Vinci Transfer of Innovation project WorkMentor.

The Workbook is broken down into three sections:

- ☐ A Framework for mentoring
- ☐ The Qualities of a Mentor
- ☐ The Skills for mentoring

## About You

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In order to be a mentor, it is important to understand what your strengths and weaknesses are when dealing with colleagues and staff.

On a scale of 1 to 10, how good are you at....

Skill	circle 😊                      😞	Please give examples
Managing your time	1 2 3 4 5 6 7 8 9 10	
Being motivated	1 2 3 4 5 6 7 8 9 10	
Being dedicated	1 2 3 4 5 6 7 8 9 10	
Being Committed	1 2 3 4 5 6 7 8 9 10	
Expressing yourself	1 2 3 4 5 6 7 8 9 10	
Being confident	1 2 3 4 5 6 7 8 9 10	
Tackling problems	1 2 3 4 5 6 7 8 9 10	
Helping others	1 2 3 4 5 6 7 8 9 10	
listening	1 2 3 4 5 6 7 8 9 10	
Being reliable	1 2 3 4 5 6 7 8 9 10	
Showing empathy	1 2 3 4 5 6 7 8 9 10	
Meeting deadlines	1 2 3 4 5 6 7 8 9 10	
Organising yourself	1 2 3 4 5 6 7 8 9 10	

## Learning and communication styles questionnaire

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This questionnaire is designed to find out your preferred learning style(s).

Over the years you have probably developed training “habits” that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick in the box. If you disagree more than you agree put a cross in the box. Be sure to mark each item with either a tick or a cross.

- |  |                          |
|--|--------------------------|
| 1) I have strong beliefs about what is right and wrong, good and bad.  | <input type="checkbox"/> |
| 2) I often act without considering the consequences.   | <input type="checkbox"/> |
| 3) I tend to solve problems using a step-by-step approach.   | <input type="checkbox"/> |
| 4) I have a reputation for saying what I think, simply and directly.   | <input type="checkbox"/> |
| 5) I like the sort of work where I have time for thorough preparation and implementation.                            | <input type="checkbox"/> |
| 6) What matters most is whether something works in practice.   | <input type="checkbox"/> |
| 7) I actively seek out new experiences.  | <input type="checkbox"/> |
| 8) I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. | <input type="checkbox"/> |
| 9) I take pride in doing a thorough job.   | <input type="checkbox"/> |
| 10) I like to reach a decision carefully after weighing up many alternatives.  | <input type="checkbox"/> |
| 11) I don't like disorganised things preferring things in a coherent pattern.  | <input type="checkbox"/> |
| 12) In discussions I like to get straight to the point.  | <input type="checkbox"/> |
| 13) I enjoy fun-loving, spontaneous people.  | <input type="checkbox"/> |
| 14) I find it difficult to produce ideas on impulse.   | <input type="checkbox"/> |
| 15) I believe in coming to the point immediately.  | <input type="checkbox"/> |
| 16) I am careful not to jump to conclusions too quickly.   | <input type="checkbox"/> |
| 17) Flippant people who don't take things seriously, usually irritate me.  | <input type="checkbox"/> |
| 18) I listen to other people's point of view before putting my own forward.  | <input type="checkbox"/> |

- 19) I tend to be open about how I'm feeling. ☐
- 20) I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. ☐
- 21) Quiet, thoughtful people tend to make me feel uneasy. ☐
- 22) I often get irritated by people who want to rush things. ☐
- 23) I tend to be a perfectionist. ☐
- 24) In meetings I put forward practical realistic ideas. ☐
- 25) More often than not, rules are there to be broken. ☐
- 26) I often see inconsistencies/ weaknesses in other people's arguments. ☐
- 27) On balance I talk more than I listen. ☐
- 28) I can often see better, more practical ways to get things done. ☐
- 29) I believe that rational, logical thinking should win the day. ☐
- 30) I tend to discuss specific things with people rather than engaging in social discussion. ☐
- 31) I like people who approach things realistically rather than theoretically. ☐
- 32) If I have a report to write I tend to produce lots of drafts before settling on the final version. ☐
- 33) I am keen to reach answers via a logical approach. ☐
- 34) I enjoy being the one that talks a lot. ☐
- 35) In discussions I often find I am the realist, keeping people to the Point and avoiding wild speculations. ☐
- 36) I like to ponder many alternatives before making up my mind. ☐
- 37) In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking. ☐
- 38) I am keen to try things out to see if they work in practice. ☐
- 39) When things go wrong I am happy to shrug it off and "put it down to experience". ☐
- 40) I like to explain or summarise things as diagrams or flow charts. ☐

## Learning Style Questionnaire – Scoring

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You score one point for each item you ticked. There are no points for items you crossed. Simply indicate on the lists below which items were ticked.

2	5	1	4	
7	9	3	6	
13	10	8	12	
19	16	11	15	
20	18	14	24	
21	22	17	28	
25	30	23	31	
27	32	26	35	
34	36	29	38	
39	37	33	40	
TOTALS				
	Activist	Reflector	Theorist	Pragmatist

### Learning Styles

#### Activist

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical and this tends to make them enthusiastic about anything new.

Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next.

They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consideration. They are gregarious people, constantly involving themselves with others but in doing so; they seek to centre all activities around themselves.

In summary, they prefer trial and error, they like to have a go, accept a challenge and take risks.

#### Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others and prefer to think about it thoroughly before coming to any conclusion.

The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious.

They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them.

When they act it is part of a wide picture which includes the past as well as the present and others observations as well as their own. The reflector likes to learn by listening and watching the effects of others and learn by copying their skills and behaviour.

### **Theorists**

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme.

They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. "If it's logical, it's good."

Questions they ask are: "Does it make sense?" "How does this fit with that?", "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous.

Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit in with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Theories learn by questioning, analysis and reading.

### **Pragmatists**

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice.

They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems.

They respond to problems and opportunities "as a challenge". Their philosophy is: "There will always be a better way" and "if it works it's good".

Pragmatists like to learn by debating the practicalities and questioning to arrive at their knowledge.

## Kolb's Learning Cycle

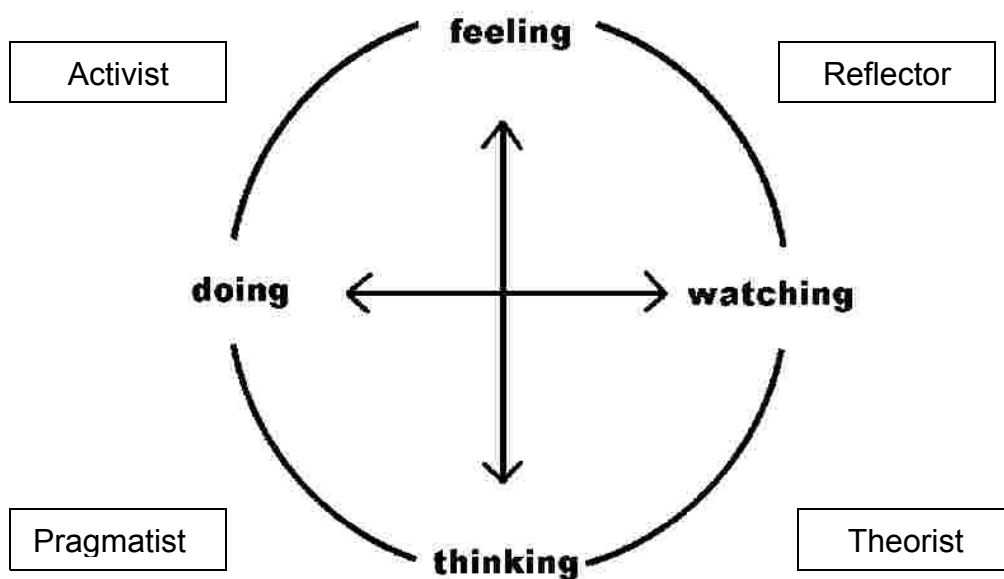
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The Learning styles from Honey and Mumford identified the 4 learning styles which come from David Kolb's Learning cycle which identifies four stages:

1. Experiencing an activity
2. Observing and reflecting on what happened
3. Trying to understand what happened by theorising
4. Applying new ideas to improve performance (and back to 1.)

*Let's just get on  
with it!*

*What happened?*



*Let's be realistic  
about it*

*Let's find out more  
before we decide*



## What is mentoring?

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*"Tell me and I forget.  
Show me and I remember.  
Involve me and I understand"*

Mentoring is:

- a one-to-one relationship over a period of time between a less experienced person (mentee) and an established professional (mentor), which provides consistent support, guidance and practical help
- a process by which an experienced professional shares their personal skills, knowledge and experience with another person
- a means of enabling a less experienced person to gain the necessary skills, knowledge and confidence to be able to perform at a higher level
- an opportunity for a less experienced person to gain access to impartial, non-judgmental guidance and support
- a process of working together to achieve predetermined goals and objectives
- a two-way process through which both parties derive satisfaction from the progress, and success is attained through working together.

Mentoring is a special relationship, normally between two individuals, that:

- Encourages learning and experimentation in a protected environment to help individuals achieve their full potential
- Enables staff to learn from the experience of more senior and experienced colleagues
- Produces results in terms of real improvements in competence rather than simply a general increase in knowledge of subjects covered
- Offers an advantage over other forms of development activity because it focuses on real learning needs on a specific and personal level
- Increases the motivation / satisfaction of more senior staff by helping them continue their learning in a rewarding but challenging way
- Provides excellent value for money, as although time input is great, the financial cost is relatively small.

Mentors can help mentees to acclimatise to a new job or role; to reflect on their abilities and progress; to remove any perceived 'barriers' to their development; and to improve their performance.

## *How do coaching and mentoring compare with other services?*

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### **Traditional forms of training**

- Wholesale transfer of new skills, e.g. change in procedures, new systems (e.g. software application training), new job function.
- Programmes are mostly generic and not tailored to individual needs. Delegates generally have to complete standard modules, so there is little room for tailoring the programme to account for existing knowledge, skills or preferences.
- Not always sufficiently similar to the 'live' working environment to ensure effective skills transfer.
- Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies

### **Coaching / Mentoring**

- Actively untaps potential.
- Fine-tunes and develops skills.
- Development activities are designed to suit client's personal needs and learning styles.
- Eliminates specific performance problems.
- Can focus on interpersonal skills, which cannot be readily or effectively transferred in a traditional training environment.
- Provides client with contacts and networks to assist with furthering their career or life aspirations.
- Performed in the 'live' environment
- Highly effective when used as a means of supporting training initiatives to ensure that key skills are transferred to the 'live' environment.
- Coaches and mentors transfer the skills to the client rather than doing the job for them

### **Counselling**

- Explore personal issues and problems through discussion in order to increase understanding or develop greater self – awareness.
- The aim of counselling is to lead the client toward self – directed actions to achieve their goals.

### **Consultancy**

- Focus is on developing organisational practices, processes and structure.
- Role generally more strategic and often used to instigate and design broad ranging change programmes
- Consultancy frequently involves expert advice about specific issues and organisational processes.
- Consultants are often brought in to provide specific 'solutions' to business problems and needs
- Consultant does the job for the organisation, rather than the employee/client becoming up-skilled to do the job themselves.

## *The Benefits of mentoring*

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For the organisation, mentoring offers:

- a means of supporting succession planning, and the maximising of human potential
- better staff retention levels and recruitment prospects
- improved communication and a means of acclimatising employees to the organisation's culture
- a cost-effective way of providing personalised development.

For the mentor mentoring offers:

- increased job satisfaction, sense of value and status
- the opportunity to help and guide others in their career development
- an opportunity to develop managerial and leadership skills
- opportunity to learn – it's a two way process

For the learner mentoring offers:

- Ready and planned access to senior people as part of their personal development
- Support and challenge in formulating a clear sense of personal direction
- Career enhancement in terms of professional advice
- Learning, understanding and working with organisational politics
- A role model who can be observed closely as well as from a distance to develop skills in a practical hands-on way.
- a visible demonstration of how the organisation values them
- an objective, supportive, non-threatening source of help and support in the development of new skills and directions
- access to someone with an understanding of the organisation's culture and ways of working.

## *Expectations*

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A successful mentoring relationship relies on agreeing what to expect from the relationship.

This can be clarified at the outset to ensure that there is no confusion and that expectations are managed.

It is a good idea if the mentor and mentee do this exercise separately and at the same time to compare what your expectations are. It may be that you would have to come to an agreement about how the relationship is going to grow.

Exercise:

Consider: what your expectations are of:

(i) The mentor

(ii) The mentee

(iii) Others around you.

## ***Roles and responsibilities of the mentor***

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The mentor will help their mentee to:

- Agree and set goals
- Identify development opportunities
- Aim to get the job done better
- Consider career aspirations and needs
- Create opportunities
- Encourage the mentee to self reflect

What the mentee expect from the mentor:

- Does not blame, stays neutral
- Be honest
- Easy to approach
- Be experienced at work
- Gives constructive and positive feedback
- Shows empathy

## Barriers and boundaries

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Exercise:

Split into groups and list barriers under the following headings:

Mentor

Mentee

Environment

From your list identify how you will overcome these barriers and what support you will need.

Overcoming Barriers

MENTOR	MENTEE	ENVIRONMENT
Poor communication skills Lack of interest Lack of enthusiasm Not prepared Lack of skills and qualities Poor timekeeping Poor record keeping Wrong person Too controlling Over friendly Have own agenda Too little time available Lack of knowledge about mentee	Lack of interest Not understanding the relationship Does not turn up Resistant Doesn't participate Poor communication skills Not motivated Over friendly Cross gender issues Cross cultural issues Clash of interests Nerves/fear Learning difficulties	Not private Interruptions Too: • hot • cold • stuffy • formal • small • big • dark • bright • noisy Not comfortable Not easily accessible Health & Safety problems Geographically too far apart
HOW TO OVERCOME	HOW TO OVERCOME	HOW TO OVERCOME
Mentor support network needed Training in skills Shadowing of experienced mentor	Explanation on purpose Benefits for them Mentor needs to develop rapport Need to see "early results" Clear indication of learning need Raise awareness	Change of venue Put up signs: <i>Interview in progress</i> Alter heating arrangement Open windows Arrange lighting Close blinds Rearrange furniture if possible

Barriers include:

- poor matching of mentors or coaches to their protégés
- lack of managerial support at higher levels
- resentment from those not chosen to participate in mentoring and coaching programs, perhaps due to a perception of favoritism
- creation of unrealistic expectations as to what mentoring and coaching can achieve
- blurring of role boundaries, for example, between the role of manager and mentor.

## *A Mentoring Agreement*

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Thinking about your mentoring role:

How often will you meet?	
When is the best time to meet?	
Where is the best place to meet?	
How long should you spend together?	
What are you going to discuss in your meeting?	



THE MENTORING AGREEMENT	
<b>MENTOR</b>	
Things I <b>will</b> do:	Things I <b>will not</b> do:
Things I <b>can</b> do:	Things I <b>cannot</b> do:
<b>MENTEE</b>	
Things I <b>will</b> do:	Things I <b>will not</b> do:
Things I <b>can</b> do:	Things I <b>cannot</b> do:
<div> <div>Signed by the mentee:</div> <div>signed by the mentor:</div> </div> <div> <div>Date:</div> <div>Date:</div> </div>	

In establishing the agreement, it is important to set out the expectations and intentions of the mentoring relationship so that it is:

1. Formal enough to be structured and
2. Informal enough that it is not a binding contract

It must provide the clarity to ensure that both parties agree to the extent of the relationship.

## Mentoring Agreement

This agreement is between

\_\_\_\_\_ (mentee)

and;

\_\_\_\_\_ (mentor)

We are both voluntarily entering into this partnership. We wish this to be a rewarding experience to meet our goal.

We agree that...

1. The mentoring relationship will last for \_\_\_\_ weeks commencing on \_\_\_\_\_.
2. We will meet \_\_\_\_\_. Meeting times, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will agree a date for the next meeting.
3. Each meeting will last a minimum of \_\_\_\_ minutes and a maximum of \_\_\_\_ minutes.
4. The aim of the partnership is to meet the following objectives:

5. We agree that the role of the mentor is to:

- Explore issues pertaining to the person in order to meet the agreed objectives.
- Encourage the mentee to reflect on skills and performance
- Provide constructive feedback and encourage the mentee to move towards the agreed objectives.

6. We agree that the role of the mentee is to:

- Be open to discussions in order to meet the agreed objectives
- Reflect on their skills and performance in order to meet the agreed objectives.
- Participate in activities to challenge assumptions.

7. We agree to keep the content of these meetings confidential.

Signature (Recipient): \_\_\_\_\_ date \_\_\_\_\_

Signature (Coach): \_\_\_\_\_ date \_\_\_\_\_

## *The Qualities for Mentoring*

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Qualities are so very important to ensure a good mentoring relationship. It is possible to teach someone the skills to be a good mentor but qualities are inherent and can make or break a mentoring relationship.

Qualities that make a good mentor are

- Show Empathy
- Be Trustworthy
- Be Respectful of others

## Empathy

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This quality is essential for an effective communicator. It involves listening to the other person and trying to see their world from their perspective ('frame of reference'). It has been described as 'being able to put yourself in someone else's shoes'.

Empathy is not the same as sympathy. When the response of sympathy is triggered, we are often overwhelmed by the other person's emotions. The analogy of quicksand is often used. If someone is trapped in quicksand we could feel sympathetic to them and walk into the quicksand to comfort them. We are then both trapped.

With empathy we try to understand the trapped person's situation but remain rational and objective. So we throw them a rope so that they can pull themselves out.

Rogers describes empathy as: 'the ability to experience another person's world as if it were one's own, without losing the "as if"'. In other words it is important that we maintain a "critical distance" from the mentee. We are not them, but we are trying to understand their "frame of reference".'

Often mentors feel they are able to be empathic because they have been through a similar experience to the mentee. However, it is important to remember that although an experience may be similar, the feelings about the experience can be quite different. Confusing our own experience with that of another is known as identification.

Identification is often expressed with responses such as: 'I know exactly how you feel; I went through the same thing myself.' This is not empathy, as we are not trying to understand the other person's world: we are making assumptions.

## Empathic Statements

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### Exercise:

Read each statement (in quotes) as though a young person is saying this to you. Tick the response that most communicates your attempt to view the young person's world from their unique perspective.

1. ***"I've got something I want to say but I don't know how to say it. I can't really, you know, talk about it easily."***
  - ☐ Would it help if we went for a walk?
  - ☐ You want to talk but it feels difficult to get started.
  - ☐ Well if I don't know what it is, I can't help you, can I?
  - ☐ Is it to do with what happened earlier?
  
2. ***"I've only been here a few weeks and everyone thinks I should know it all. How it all works and where to go and everything. When I say I can't remember, they all pull faces and make me feel stupid."***
  - ☐ That's not very nice of them, is it?
  - ☐ Don't worry. Everyone feels like that at first.
  - ☐ Have you tried jotting down where things go?
  - ☐ It sounds as if this is really starting to get you down.
  
3. ***"I was thinking about what happened when my gran died. It was two years ago now but some days I just start crying if I think about her. I don't know why. I wasn't even that close to her really."***
  - ☐ You can't work out why you still feel so upset about your gran dying. Is that it?
  - ☐ I remember when my gran died. It hit me a lot harder than I thought it would.
  - ☐ Who else in your family is still upset?
  - ☐ It's horrible, isn't it, when you just start crying out of the blue.

4. ***“Nobody takes me seriously. I mean I know I joke around and that, but if I try and say something – like giving my opinion – they all laugh at me, like I’m a little kid or something.”***
- ☐ Have you tried telling them how you feel?
  - ☐ Like a little kid...
  - ☐ Can you give me an example?
  - ☐ That’s always the trouble with being the youngest in the family.
5. ***“What was she meant to be doing there? Couldn’t she see I wanted to get past? She didn’t have to stand right there in front of me, did she? Then I ended up in trouble and she got away with it. It was her who started it.”***
- ☐ Let’s be honest, most of the time it is your fault, isn’t it.
  - ☐ You’re angry about getting into trouble for something that didn’t seem like your fault.
  - ☐ Calm down. I’m not going to listen if you’re shouting.
  - ☐ Who are you in trouble with? Do you want me to talk to them?
6. ***“I came in to work this morning and they all just walked away. Then they started muttering and I heard my name. Even Julie was with them and she’s meant to be my best friend.”***
- ☐ They’re not starting all that again are they? You poor thing.
  - ☐ Bullies always try to get other people on their side.
  - ☐ So it feels as though all your friends have turned against you today. Is that it?
  - ☐ Did you do anything that might have made them act like that?
7. ***“Just because I’m new here everyone seems to think they can order me about and make me do anything they tell me to.”***
- ☐ Have you told them how you feel?
  - ☐ Everyone has to go through this kind of thing at first.
  - ☐ What kind of things do they tell you to do?
  - ☐ Does this happen to all the new trainees or just you?

## *Trust and Respect*

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'Trust' and 'respect' underpin all good relationships. Building trust and respect can take a lot of time and effort but it has far-reaching benefits for you and your colleagues.

The following suggestions are adapted from the [ESRC Researcher Development Initiative](#), 2008. They provide some starting-points for reflection on good practice.

### **Key principles**

#### **1. Get to know your colleagues**

- make time to talk to colleagues about their work and life outside work
- try to understand what they think and why. Value their viewpoint even if it is [different from your own](#).

#### **2. Complete tasks and projects successfully**

- work together on easy tasks first if you can
- be reliable. Always do what you say you are going to do.

#### **3. Communicate openly and honestly**

- discuss issues as soon as they arise
- don't blame others
- try and suggest a solution or remedy if something has gone wrong
- if you don't have a solution, be willing to ask for help.

#### **4. Include colleagues in decision-making**

- if people participate in decision-making they are more likely to support the decision
- keep colleagues informed of progress once decisions have been taken.

#### **5. Make use of your colleagues' expertise**

- recognise your colleagues' strengths and get them involved in your research where possible. This demonstrates and builds respect.

#### **6. Be altruistic**

- recognise what is important to your colleagues
- help them achieve their aims.

#### **7. Meet 'face to face'**

- email and telephone have limitations as you do not have 'body language' to help you contextualise the words.

## *Skills for mentoring*

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Whilst the qualities of a mentor define the person, the skills define the behaviours.

Skills can be developed and refined to ensure that a mentoring discussion is conducted in the best professional approach with positive outcomes.

Those skills that a mentor should demonstrate include:

- Listening
- Questioning
- Paraphrasing
- Giving Feedback
- Problem solving
- Action Planning



# Listening

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Conversation is a two way process and it is necessary for those involved to be competent listeners.

Listening is used in a wide variety of different situations and can serve specific purposes. It is useful to distinguish between these different types of listening so that we can be aware of the demands they make upon the listeners.

## Interactive listening

Interactive listening takes place during a discussion where the role of the speaker and listener changes rapidly. In these circumstances participants exercise 'bidding' skills using body language, for example:

- raising a hand;
- sitting more upright and forwards; and
- starting to move their lips.

Some individuals will not have acquired these tacit skills and thus find it difficult to draw attention to the fact they want to join in. Others may find it hard to notice subtle moves by group members and therefore may not 'let others in'. An effective way to develop these skills is through role-playing discussions, with exaggerated conversational 'vices'.

## Reactive listening

Reactive listening is where listeners follow a set format, for example:

- a set of instructions may be given which participants are then expected to act upon; or
- an extended input of information may be provided which the listeners are expected to take in and then respond to.

In interactive and reactive listening the emphasis is on following the meaning of the speaker. Differences are often in the degree of formality and the status of the speaker.

## Discriminative listening

Discriminative listening is where listeners have to discriminate between and identify sounds rather than meaning, for example:

- phonic sounds for spelling or reading purposes; or
- environmental/musical sounds.

## Appreciative listening

Appreciative listening is where listeners listen for aesthetic pleasure, perhaps to musical or environmental sounds, for example:

- the rhythm or sounds of words in poems and stories; or
- other languages or accents.

## **Exercise**

### **Paired listening**

Participants get into pairs. One of them talks for two minutes about what they did the night before and their plans for the evening.

The other is instructed to either listen using the listening skills that can be outlined in a discussion prior to the exercise, or to act as if they are not listening, using body language that would suggest they are uninterested in the speaker.

The group then discuss the exercise.

Prompts are used such as:

‘How did you know you were/were not being listened to?’

‘How could you tell?’ ‘What skills did you use to show someone you were listening?’

‘How did it feel if you weren’t being listened to?’

This exercise gets participants thinking about what is important when listening and how to show someone you are listening to them.

## Questioning

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The purpose of questions is to draw out information and to gain clarity. It is important that the mentee doesn't feel interrogated or that he is being judged. If he feels that he has to justify himself, he may block communication which could prevent him considering alternatives.

Different purposes of questioning:

### **Questioning can help mentees to learn by:**

- prompting them to recall what they have learned and experienced previously
- engaging interest
- challenging them to think independently
- encouraging them to explore consequences
- stimulating their ability to think creatively
- deepening and broadening thinking, moving from concrete and factual to more analytical and evaluative
- helping to make their own assessments and evaluations of what's been said or done
- raising awareness of learning as a process
- helping to make connections between different aspects of knowledge and experience
- generating hypotheses
- bringing attention back to the task
- encouraging responsibility for their own learning.

## When to ask questions

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### At the start of a session

- Encourage the mentee to relax and feel comfortable with the session
- Establish changes since last session
- Identify preparation for the meeting
- Check understanding and retention from previous sessions
- Engage attention by inviting mentee to share relevant experiences

### During the session

- Encourage further examination of experiences and scenarios
- Hypothesise about “what if scenarios”.
- To clarify and challenge assumptions and perceptions
- Help to make connections between what is known and what to learn
- Encourage self reflection and analysis

### At the end of a session

- To reflect on the session and what has been learned
- To identify what future actions as a consequence of the session
- To confirm progress made

### Exercise

Consider the following questions and which stage of the session you would use them

- What surprised you about what you have just learned?
- What do you know now that you didn't know before?
- Can you write on your mini whiteboard one example of what you have learned from the session?
- What were the benefits and drawbacks of working in the group format chosen?
- What did you do in your groups that helped you learn?
- What got in the way of your learning?
- If you were to do that activity again, what would you do the same and what would you do differently?
- Where else could you use the skills that you have used in your groups?

## USING BLOOM'S TAXONOMY

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<b>Knowledge or factual recall</b>  If you want to find out how well mentees can recall information, you could ask questions like:	How many...? Can you name the...? Describe what happened at... Is it true that...? Make a list of... What is the function of that component? Give a definition of...
<b>Comprehension or understanding</b>  If you want to know how well mentees understand things, you could ask questions like:	How would you describe it in your own words? Why do you think it happened like that? What are the differences between...? Can you give me an example of what you mean...? What do you think will happen if you...? How does X compare with Y?
<b>Application</b>  If you want to find out how well mentees can use their knowledge in different contexts, you could ask questions like:	How would you solve this problem with the knowledge you have? How would you apply that knowledge in this situation? Do you know another instance where...? From the information given, can you develop a set of instructions about...? How would this information be useful if you had a...?
<b>Analysis</b>  When you want to see underlying principles and the relationships between different aspects of a concept or topic, you could ask questions like:	Which events could have happened when...? Why did these changes occur? What will happen if you change this part of the process? Can you explain what must have happened when...? How is X similar to Y? Can you distinguish between...? What is the problem with...?
<b>Synthesis</b>	Can you design an X to Y? Can you see a possible solution to...? What would be your way of dealing with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal that would...?
<b>Evaluation</b>	Is there a better solution to...? How would you judge the value of...? How would you justify your decision to...? How could you have done that more efficiently? What changes to X would you suggest? How would you feel if...? How effective are...? What do you think about...?

## Paraphrasing

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A paraphrase is a restatement of the meaning of a text or passage using other words. A paraphrase explains or clarifies the text that is being paraphrased. For example, *“the signal was red”* might be paraphrased as *“the train was not allowed to proceed”*. Paraphrase may attempt to preserve the essential meaning of the material being paraphrased and it is a more detailed restatement than a summary.

Paraphrasing might be simply “say it in your own words”.

During a discussion paraphrasing shows that both parties understand each other.

### Exercise

#### Describe it

This is an activity which demonstrates the importance of feedback in communication.

Ask a volunteer to sit with back to the rest of the group and to describe a drawing that has a number of touching rectangles.

1 - The group members attempt to draw the arrangement of rectangles without giving any feedback or asking any questions.

2 - Repeat the exercise with another drawing.

3 - This time the class is allowed to ask questions and to give feedback. Discuss feelings, emotions, results and effects.

## *Giving feedback*

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### *It is not what you say; it's how you say it*

Feedback can be given as a positive force to reflect on performance and influence and modify behaviour. But it can also be a destructive force that creates barriers to improvement.

To be a positive experience, it must make the recipient feel that what is said is valued and inspired to want to implement improvements. If the recipient goes away feeling deflated, demoralised and worthless, the desired changes will not be well implemented.

Give praise where praise is due and ensure the criticism is a statement of enabling so that the recipient feels empowered to implement improvements.

Criticism often has a sense of being judgemental – feedback can be given without emotion but concentrating on the factual implications of the behaviour not judging the person.

## *Delivering the message*

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You should focus on the behaviour and not the person. This is the most important point to bear in mind. This avoids personal attack and the feedback is reinforcing good behaviours or attempting to change undesired behaviours.

- Be assertive and aware of your rights as well as those of the other person.
- Don't be aggressive or overbearing and don't be non-assertive, apologetic or meek and mild.
- Be direct (not blunt) and to the point and don't 'beat about the bush.'
- Avoid sarcasm and demeaning comments.
- Avoid blaming the individual with aggressive 'you' statements.
- Display appropriate body language, especially in terms of eye contact, body positioning and physical mannerisms.
- Be specific about the good or bad behaviours and be non-judgemental.
- Mutually explore and possibly offer suggestions or options for improvement or change.

## Guidance on giving feedback

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*Criticism is something we can avoid easily by saying nothing, doing nothing, and being nothing” - Aristotle*

- Listen to what learners have to say. Good feedback is a two-way process that helps you understand more about the learner's perspective than may be apparent from their work.
- Avoid deluging the learner with shortcomings — start with the most significant, or the one which will have the most beneficial knock-on effect on other aspects of their performance.
- Explain why the shortcoming or problem needs addressing.
- Include guidance on how to improve or develop further — if you're teaching an activity-based subject or discipline show how to improve. Encourage the learner to do the movement or technique correctly with you.
- Adapt the way you give feedback to individual learners according to their experience.
- Help the learner see/measure/experience the distance they have traveled to this point.
- Visualise what impact your feedback is having. Look at things from the learner's point of view. Are you explaining things clearly, in a way that the learner can handle?
- Give praise where it's due.
- Give encouragement - everyone needs it!



## Problem Solving

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*"Problems are only opportunities in work clothes."*

*– Henry Kaiser*

(American industrialist)

During mentoring discussions, it may be that you would want to help the mentee look at a problem and work out the best way to resolve it. Problem solving is a skill that is a useful tool in your box of strategies to help the mentee overcome difficulties.

Problems can be simple daily events or lead to more complex situational problems that need a long term view and solution.

Much of that confidence comes from having a good process to use when approaching a problem. With one, you can solve problems quickly and effectively. Without one, your solutions may be ineffective, or you'll get stuck and do nothing, with sometimes painful consequences.

When the problem is simple, there is often a simple and quick solution so a structured approach may not be necessary. However, subconsciously, you will have processed the evidence and automatically created solutions which are obvious without further analysis and testing.

But, for more complicated problems, we have to apply a structured approach to ensure that we fully understand the problem and what the best solution would be.

There are four basic steps in problem solving:

1. Defining the problem.
2. Generating alternatives.
3. Evaluating and selecting alternatives.
4. Implementing solutions.

### 1. Defining the Problem

The key to a good problem definition is ensuring that you deal with the real problem – not its symptoms. For example, if performance is substandard, you might think the problem is with the individuals submitting work. However, if you look a bit deeper, the real problem might be a lack of training, or an unreasonable workload.

Tools like the 5 whys and Root Cause Analysis help you ask the right questions, and work through the layers of a problem to uncover what's really going on.

At this stage, it's also important to ensure that you look at the issue from a variety of perspectives. If you commit yourself too early, you can end up with a problem statement that's really a solution instead.

Sometimes, what may seem to be a single problem turns out to be a whole series of problems. The Drill Down technique will help you split your problem into smaller parts, each of which can then be solved appropriately.

Drill Down is a simple technique for breaking complex problems down into progressively smaller parts.

To use the technique, start by writing the problem down on the left-hand side of a large sheet of paper. Next, write down the points that make up the next level of detail on the problem a little to the right of this. These may be factors contributing to the problem, information relating to it, or questions raised by it. This process of breaking the problem down into its component part is called 'drilling down'.

For each of these points, repeat the process. Keep on drilling down into points until you fully understand the factors contributing to the problem. If you cannot break them down using the knowledge you have, then carry out whatever research is necessary to understand the point.

## Action Planning

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*"I keep six honest serving men,  
(They taught me all I knew);  
their names are; What and Why and When,  
and How and Where and Who."  
Rudyard Kipling*

Targets can be set based upon:

- Taking on new responsibilities
- Developing role at work
- Skills acquired over time
- Level of support given by a mentor/ coach
- Interpersonal Skills
- Attitudes and behaviours

### Setting SMART objectives

A simple acronym used to set objectives is called **SMART objectives**. SMART stands for:

1. **Specific** – Objectives should specify what they want to achieve.
2. **Measurable** – You should be able to measure whether you are meeting the objectives or not.
3. **Achievable** - Are the objectives you set, achievable and attainable?
4. **Realistic** – Can you realistically achieve the objectives with the resources you have?
5. **Time** – When do you want to achieve the set objectives?

When setting targets

- *Break the overall goal into separate chunks*
- *Be clear on what it is you need to do in each step*
- *Be specific on each step*
- *Identify what, when and how?*
- *Identify who you need to help you achieve your goals*
- *Set time aside to review your progress and adjust the plan if you need to.*

## Target Setting

What needs to be done	How will it be done	When	Who

How well did you get on?

## *Empowerment*

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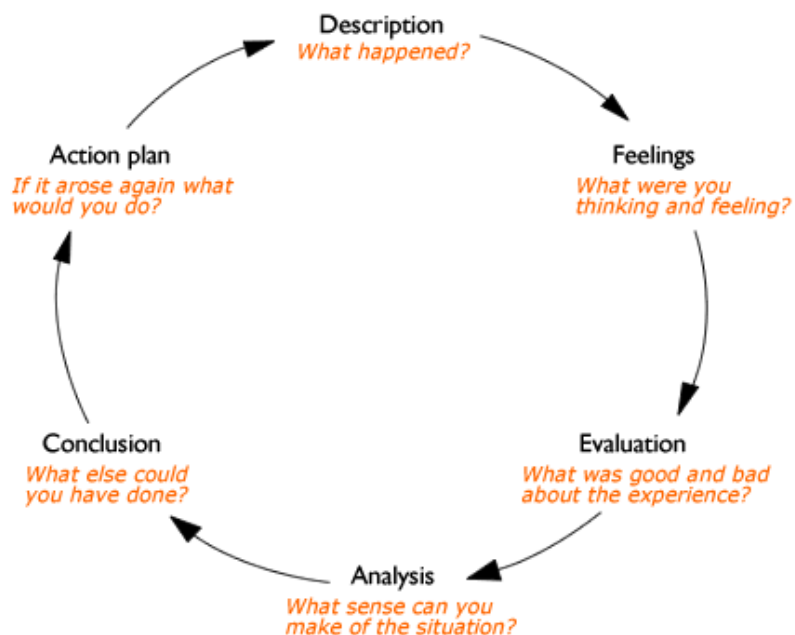
You have nearly come to the end of the mentoring process and now you need to think about leaving the mentee with a sense of empowerment.

After all, mentoring is about encouraging someone to take responsibility and ownership for their own destiny and well being.

The starting point to this is to encourage the mentee to reflect on their own performance and encourage them to self analyse and critique themselves. This can be done through questioning in the first instance but as you move to a more self aware individual, listening becomes a more appropriate skill.

## Gibb's Reflective Cycle

Gibbs' reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection. The reflective cycle (Gibbs 1988)



Gibbs G (1988) Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford

### Six stages of GIBBS Reflective Cycle

#### 1) Description

Describe as a matter of fact just what happened during your critical incident or chosen episode for reflection.

#### 2) Feelings

What were you thinking and feeling at the time?

#### 3) Evaluation

List points or tell the story about what was GOOD and what was BAD about the experience.

#### 4) Analysis

What sense can you make out of the situation. What does it mean?

#### 5) Conclusion

What else could you have done? What should you perhaps not have done?

#### 6) Action Plan

If it arose again, what would you do differently? How will you adapt your practice in the light of this new understanding?

## Conducting Mentoring Meetings

Below are 20 statements to consider. Place a tick in the appropriate box according to whether you agree or disagree.

		Agree √	Disagree √
1.	In mentoring meetings, the mentor should always be 'in the chair' controlling the process.		
2.	The mentor should be the one asking the questions		
3.	The mentee should be the one asking the questions.		
4.	The mentor is the person who must ensure the conversation keeps on track.		
5.	They should both always stick to the subject in hand		
6.	There is no place for 'social' chat in mentoring meetings		
7.	Any conflict between the two should be aired and addressed.		
8.	The process 'ground rules' should always be agreed beforehand.		
9.	The reasons for something are not as important as getting action.		
10.	Nodding can be taken to indicate agreement		
11.	Both parties should always know the agenda beforehand		
12.	An action plan should always be written up and distributed by the mentee.		
13.	Time allowance for each part of the meeting should be specified and adhered to.		
14.	Once the agenda is completed, the meeting should end		
15.	Both parties should agree a finishing time for the meeting prior to the start.		
16.	It is important for the mentor to summarise the meeting at the end		
17.	A date for the next meeting should always be agreed before leaving.		
18.	The meeting should always be on neutral ground		
19.	A line manager should always receive a copy of the agenda and the action plan		
20.	If the mentor encounters a problem with the mentee, he/she should inform the line manager		

### Assignment Task for Unit: Understanding good practice in workplace mentoring

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>This assignment requires you to consider your knowledge and understanding of the context and environment for effective mentoring within the workplace.          You are then asked to consider the process and content of workplace mentoring in practice.          The assignment can be either “forward looking” or “backward looking”.</p> <p><b>Note:</b>  <i>An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).</i></p> <p><i>If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.</i></p> <p><i>You should plan to spend approximately 18 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The nominal word count for this assignment is 2000 words; the suggested range is between 1500 – 2500 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	<b>Assessment Criteria</b>
<b>Understanding the context for effective workplace mentoring</b>	<ul style="list-style-type: none"> <li>• Describe and define the purpose of workplace mentoring (16 marks)</li> <li>• Explain the role, remit and responsibilities of an effective workplace mentor (16 marks)</li> <li>• Describe the knowledge, skills and behaviour of an effective workplace mentor (12 marks)</li> <li>• Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship (12 marks)</li> </ul>
<b>Understanding the process and content of effective workplace mentoring</b>	<ul style="list-style-type: none"> <li>• Explain how a model of mentoring can be used to manage a workplace mentoring relationship (12 marks)</li> <li>• Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring (12 marks)</li> <li>• Explain why it is important to maintain basic records of workplace mentoring and what these should contain (8 marks)</li> <li>• Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers (12 marks)</li> </ul>
<b>By submitting I confirm that this assignment is my own work</b>	



## ***Future staff development and training:***

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Developmental Objective	How to achieve it	Completion Date